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is the logical agency for inculcating a community spirit. The social emphasis of this and similar books should not, and will not, prevent a healthy individualism among American farmers.

O. A. TINGELSTAD

The teaching of general science.—Every new subject that is brought into the high-school curriculum has to overcome two handicaps. It is usually opposed by the adherents of the older subjects with more or less vehemence, and it is invariably poorly taught because teachers have not been trained to handle the subject prior to its appearance on the teaching program. General science is no exception to the rule; hence it has retained a place upon the program with considerable difficulty. Better teaching of the subject is needed in order to make it more valuable in the education of adolescent pupils. It was for the purpose of securing better teaching through bringing about a better understanding of the spirit and meaning of the general science movement that Mr. Eikenberry wrote his book.¹ The point of view that the reader should keep constantly in mind is set forth in the following paragraphs from the author's Preface:

The most extensive experiment in science teaching now in progress is represented by the general-science movement. The present volume is presented as an interpretation of this experiment. It is an attempt to show the character of science teaching, its relation to the established sciences, and its place in the new science of education. It is hoped that the teacher, principal, or superintendent who is interested in general science will be able to find something of its spirit and meaning in this book.

The book is not a manual of classroom methods. For information upon this subject and the related subjects of equipment and teaching-devices the reader is referred to the several excellent works on the teaching of the several special sciences, on the teaching of science in general, and the many books upon classroom procedure [p. x].

The author approaches his task by presenting some historical considerations which help to give the reader a conception of the spirit of the movement. He gives a brief criticism of the teaching of science and points to possible roads toward reform. The objectives in science teaching and the objectives in general-science teaching are given in detail. The author's point of view on the adjustment between general and special science is important to note in understanding his interpretation of the meaning of the movement. It is as follows:

The adjustment between general science and special science must be made by the latter building upon what foundation the former lays, rather than by any attempt to prescribe that certain materials shall be used for preparatory reasons [p. 68].

Helpful discussions are given on general science and method, the subject-matter of the general-science course, and principles and examples of organiza-

¹ W. L. EIKENBERRY, *The Teaching of General Science*. Chicago: University of Chicago Press, 1922. Pp. xiii+169. \$2.00.

tion. The qualifications of general-science teachers are presented, with a discussion of the possibilities of securing the necessary training in different types of educational institutions. A helpful feature of the book is the amount of reference material given at the close of each chapter and at the end of the book.

This book will undoubtedly be of great value to all persons who are interested in the teaching of general science. It should be of equal value to the teachers of special sciences in giving them the spirit and meaning of the general-science movement, and this applies to teachers in colleges and universities as well as to secondary-school teachers.

H. W. NUTT

New social-science material.—Perhaps partly because of the war, there has developed a tremendous interest in matters of citizenship and training in citizenship and with it a corresponding emphasis on the social studies. Various committees have been appointed, have met, and have advocated radical changes in all courses relating to these sciences. Educational theorists have asked that the social aspects be emphasized in the teaching of all of the courses in the public-school curriculum. In spite of the agitation the movement has resulted in little change in the courses offered in our schools. The reason is not far to seek. Practical school men say that it is impossible to present the courses asked for with the available textbooks, and that if the books were supplied it would still be necessary to train a group of teachers to present the subjects from the new point of view.

It is encouraging to note, therefore, that textbook writers are making an attempt to embody at least some of these ideas in new books. One writer says that "the course of civics study should be shaped so that it will provide the key to useful community service and to wise participation in public affairs." The material in the text¹ is divided into five parts: "Citizenship," "The Nation," "The State," "The Local Community," and finally, "The Parties." The purpose of this grouping is to make possible an arrangement of the work in a different sequence if the local conditions so dictate. The frank treatment of the parties and how party rule is carried on is another departure from the usual text, which avoids the question wherever possible. In his suggestions to teachers the author shows how the investigation of civic problems can be carried on by the pupils and reported in class, the students thereby learning to do by doing. The book is pleasingly gotten up; the illustrations are interesting, and the material is well written. It should be a good text in the hands of a good teacher.

ERNST E. WELLEMEYER

¹ JOHN B. HOWE, *New Era Civics*. Syracuse, N.Y.: Iroquois Publishing Co., 1922. Pp. x+420.